

## YEAR OVERVIEW 2019-20 for YEAR FIVE

Subject	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (5 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
<p><b>Literacy</b> Covered within each genre throughout the year <b>En5/3.1 Spelling</b></p> <p>a. use further prefixes and suffixes and understand the guidance for adding them.</p> <p>b. spell some words with 'silent' letters</p> <p>c. continue to distinguish between homophones and other words which are often confused.</p> <p>d. use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>e. use dictionaries</p>	<p><b>Link – Victorians – Street Child</b></p> <p><u>Vocabulary/Description</u> (2 weeks) Setting description</p> <p><u>Historical Fiction</u> (2 weeks) Character description</p> <p><u>Non-chronological reports</u> (4 weeks) Link – Local history -Husker Pit disaster 1838 (Y5WW) Oaks Pit explosion 1866 (Y5JF)</p> <p><b><u>Curriculum Links:</u></b> <b>En5/3.3a</b> <b>Plan their writing by:</b></p> <p>i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ii. noting and</p>	<p><b>Link – Victorian Diaries</b></p> <p><u>Historical Recount</u> (3 weeks)</p> <p><u>Classic Poetry</u> (2 weeks) Link – Lewis Carol – The Mad Gardener's Song</p> <p><u>Instructions</u> (2 weeks) Link – Victorian Sweet Shop – Peppermint Creams</p> <p><b><u>Curriculum Links:</u></b> <b>En5/3.3a</b> <b>Plan their writing by:</b></p> <p>i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ii. noting and</p>	<p><b>Link – Geog - Rainforest Jungle Book</b></p> <p><u>Vocabulary/Description</u> (1 week)</p> <p><u>Discussion</u> (2-3 weeks)</p> <p><u>Image Poetry</u> (2 weeks) Link – Geog - Rainforest</p> <p><b><u>Curriculum Links:</u></b> <b>En5/3.3a</b> <b>Plan their writing by:</b></p> <p>i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ii. noting and</p>	<p><b>Link - Geog – Rainforest Deforestation</b></p> <p><u>Balanced Argument</u> (2 weeks)</p> <p><u>Thornbridge</u> (1 week)</p> <p><u>Recount</u> (2 weeks) Link – Thornbridge Residential</p> <p><b><u>Curriculum Links:</u></b> <b>En5/3.3a</b> <b>Plan their writing by:</b></p> <p>i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ii. noting and</p>	<p>??AW</p> <p><b><u>Curriculum Links:</u></b> <b>En5/3.3a</b> <b>Plan their writing by:</b></p> <p>i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ii. noting and</p>	<p><b>Link – Narnia – History – Britain since 1930</b></p> <p><u>Vocabulary/Description</u> (1 week)</p> <p><u>Fantasy Narrative</u> (3 weeks) Focus on writing smaller section of own fantasy story.</p> <p><u>Narrative Poetry</u> (2 weeks)</p> <p><b><u>Curriculum Links:</u></b> <b>En5/3.3a</b> <b>Plan their writing by:</b></p> <p>i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ii. noting and</p>

<p>to check the spelling and meaning of words</p> <p>f. use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>g. use a thesaurus.</p>	<p>developing initial ideas, drawing on reading and research where necessary</p> <p>iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>developing initial ideas, drawing on reading and research where necessary</p> <p>iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>developing initial ideas, drawing on reading and research where necessary</p> <p>i. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>developing initial ideas, drawing on reading and research where necessary</p> <p>i. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>developing initial ideas, drawing on reading and research where necessary</p> <p>i. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>developing initial ideas, drawing on reading and research where necessary</p> <p>i. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<p><b>En5/3.2 Handwriting and Presentation</b></p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <p>a. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>b. choosing the writing implement that is best suited for a task.</p>	<p><b>En5/3.3b Draft and write by:</b></p> <p>i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>iii. précis longer passages</p> <p>iv. using a wide range of devices to build cohesion within and across paragraphs</p> <p>v. using further organisational and</p>	<p><b>En5/3.3b Draft and write by:</b></p> <p>i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>iii. précis longer passages</p> <p>iv. using a wide range of devices to build cohesion within and across paragraphs</p> <p>v. using further organisational and</p>	<p><b>En5/3.3b Draft and write by:</b></p> <p>vi. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>vii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>viii. précis longer passages</p> <p>ix. using a wide range of devices to build cohesion within and across paragraphs</p> <p>x. using further organisational and</p>	<p><b>En5/3.3b Draft and write by:</b></p> <p>xi. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>xii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>xiii. précis longer passages</p> <p>xiv. using a wide range of devices to build cohesion within and across paragraphs</p> <p>xv. using further organisational and</p>	<p><b>En5/3.3b Draft and write by:</b></p> <p>xvi. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>xvii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>xviii. précis longer passages</p> <p>xix. using a wide range of devices to build cohesion within and across paragraphs</p> <p>xx. using further organisational and</p>	<p><b>En5/3.3b Draft and write by:</b></p> <p>xxi. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>xxii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>xxiii. précis longer passages</p> <p>xxiv. using a wide range of devices to build cohesion within and across paragraphs</p> <p>xxv. using further organisational and</p>

	<p>presentational devices to structure text and to guide the reader</p> <p><b>En5/3.3c Evaluate and edit by:</b></p> <p>i. assessing the effectiveness of their own and others' writing</p> <p>ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>iii. ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>En5/3.3d Proof-read for spelling and punctuation errors.</b></p>	<p>and presentational devices to structure text and to guide the reader</p> <p><b>En5/3.3c Evaluate and edit by:</b></p> <p>v. assessing the effectiveness of their own and others' writing</p> <p>vi. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>vii. ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>viii. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>En5/3.3d Proof-read for spelling and punctuation errors.</b></p>	<p>and presentational devices to structure text and to guide the reader</p> <p><b>En5/3.3c Evaluate and edit by:</b></p> <p>ix. assessing the effectiveness of their own and others' writing</p> <p>x. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>xi. ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>xii. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>En5/3.3d Proof-read for spelling and punctuation errors.</b></p>	<p>and presentational devices to structure text and to guide the reader</p> <p><b>En5/3.3c Evaluate and edit by:</b></p> <p>xiii. assessing the effectiveness of their own and others' writing</p> <p>xiv. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>xv. ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>xvi. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>En5/3.3d Proof-read for spelling and punctuation errors.</b></p>	<p>presentational devices to structure text and to guide the reader</p> <p><b>En5/3.3c Evaluate and edit by:</b></p> <p>xvii. assessing the effectiveness of their own and others' writing</p> <p>xviii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>xix. ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>xx. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>En5/3.3d Proof-read for spelling and punctuation errors.</b></p>	<p>presentational devices to structure text and to guide the reader</p> <p><b>En5/3.3c Evaluate and edit by:</b></p> <p>xxi. assessing the effectiveness of their own and others' writing</p> <p>xxii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>xxiii. ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>xxiv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>En5/3.3d Proof-read for spelling and punctuation errors.</b></p>
--	---	---	---	---	---	---

<p><b>Numeracy</b></p> <p><i>Full National Curriculum breakdown in Power Maths overview for Year 5</i></p>	<p><b>Unit 1</b> <b>Unit 2</b> Number and Place Value Place value upto 1,000,00 (4 weeks)</p> <p><b>Unit 3</b> Addition and Subtraction (2 weeks)</p> <p><b>Unit 5</b> Multiplication and division (2 weeks)</p>	<p><b>Unit 4</b> Statistics Graphs and tables (1 week)</p> <p><b>Unit 7</b> Multiplication and Division (3 weeks)</p> <p><b>Unit 6</b> Measure Area and perimeter (2 weeks)</p> <p>Assesment (1 week)</p>	<p><b>Unit 8</b> Fractions 1 Equivalence (2 weeks)</p> <p><b>Unit 14</b> Shape Properties (1 week)</p> <p><b>Unit 9</b> Fractions 2 Addition and subtraction (3 weeks)</p>	<p><b>Unit 10</b> Fractions 3 (2 weeks)</p> <p><b>Unit 15</b> Position and direction (1 week) Link orienteering/ Thornbridge</p> <p><b>Unit 11</b> Decimals &amp; fractions (1 week)</p> <p>Assesment (1 week)</p>	<p><b>Unit 11</b> Decimals, fractions &amp; percentages (3 weeks)</p> <p><b>Unit 13</b> Shape Angles (2 weeks)</p> <p><b>Unit 12</b> Working with decimals (1 week)</p>	<p><b>Unit 12</b> Working with decimals continued (2 weeks)</p> <p><b>Unit 16</b> Measure Conversion (2 weeks)</p> <p><b>Unit 17</b> Measure (1 week)</p> <p>Assesment (1 week)</p> <p>Transition (1 week)</p>
<p><b>Numeracy</b> <i>KIRF grid</i></p>	<p>Revise multiplication and division facts for all times tables up to 12 x 12.</p> <p><b>Curriculum links:</b></p> <p><b>Ma4/2.3 Multiplication &amp; Division</b> Ma4/2.3a Recall multiplication and division facts for multiplication tables up to 12 x 12</p>	<p>Know all decimals that total 1 or 10 (to 1 decimal place).</p> <p><b>Curriculum links:</b></p> <p><b>Ma2/2.2 Addition &amp; Subtraction</b> Ma2/2.2b recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Know the doubles and halves of all two-digit numbers.</p> <p><b>Curriculum links:</b></p> <p><b>Ma2/2.2 Addition &amp; Subtraction</b> Ma2/2.2b recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Know doubles and halves of all multiples of 10 to 1,000.</p> <p><b>Curriculum links:</b></p> <p><b>Ma2/2.2 Addition &amp; Subtraction</b> Ma2/2.2b recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Know all pairs of factors of numbers up to 100.</p> <p><b>Curriculum links:</b></p> <p><b>Ma5/2.3 Multiplication &amp; Division</b> Ma5/2.3a identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p>	<p>Know square numbers to 12 x 12.</p> <p><b>Curriculum links:</b></p> <p><b>Ma5/2.3 Multiplication &amp; Division</b> Ma5/2.3h recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</p>

<p><b>Science</b></p> <p><b>Taught throughout sessions Sc5/1 Working Scientifically</b></p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Sc5/1.2 taking measurements, using a range</p>	<p><b><u>Properties and Changes of Materials</u></b></p> <p>Initial and end assessment work (2 weeks)  Revising the states of matter (1 week)  Investigating qualities of materials- hardness scale transparency, etc. (1 week)  Investigating solubility of salt (1 week)  To investigate separating methods (1 week)  To investigate thermal conductivity (1 week)  To investigate reversible and irreversible (1 week)  To investigate magnetism (1 week)  To investigate electrical conductivity (1 week)</p> <p><b>We also will have the STEM students from SHU to complete 3 weeks worth of sessions .</b></p> <p><b>Curriculum links:</b></p> <p><b>Sc5/3.1 Properties and Changes of Materials</b></p> <p><b>Sc5/3.1a</b>  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response</p>	<p><b><u>Living things and their Habitats (inc humans and animals)</u></b></p> <p>Initial and end assessment work (2 weeks)  To investigate flowering plants-disect and identify reproductive parts, plant lifecycles and ways thy reproduce. (2 weeks)  To investigate the lifecycles of mamals, birds amphibians and insects (3 weeks)  To investigate changes in humans over time (1 week)  To investigate reproduction and puberty in humans (2 weeks)</p> <p>Planting sunflowers and tracking their growth and development. (Ongoing)</p> <p><b>Curriculum links:</b></p> <p><b>Sc5/2.2 Animals, including humans</b></p> <p><b>Sc5/2.2a</b>  Describe the changes as humans develop to old age.</p> <p><b>Sc5/2.1 Living Things and their habitats</b></p>	<p><b><u>Forces</u></b></p> <p>Initial and end assessment work (2 weeks)  To investigate the forces and actions of gravity (1 week)  To investigate air resistance (1 week)  To investigate friction between different surfaces.(1 week)  To investigate using pulleys to move weights. (1 week)</p> <p><b>Curriculum links:</b></p> <p><b>Sc5/2.4.2 Forces</b>  <b>Sc5/4.2a</b>  Explain that unsupported objects fall towards the Earth because of the force of gravity</p>	<p><b><u>Earth and Space</u></b></p> <p>Initial and end assessment work (2 weeks)  To understand why our shadows change, and why we have day and night. (1 week)  To describe the Earth's orbit around the Sun. (1 week)  To know the names of the planets in our solar system. (1 week)  To describe humans' journeys into space. (2 weeks)</p> <p><b>Curriculum links:</b></p> <p><b>Sc5/2.4.1 Earth and Space</b>  <b>Sc5/4.1a</b>  Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>
---	--	--	---	--

<p>of scientific equipment, with increasing accuracy and precision</p> <p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>Sc5/1.4 using test results to make predictions to set up further comparative and fair tests</p> <p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Sc5/1.6</p>	<p>to magnets</p> <p><b>Sc5/3.1b</b> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p><b>Sc5/3.1c</b> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p><b>Sc5/3.1d</b> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><b>Sc5/3.1e</b> Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p><b>Sc5/3.1f</b> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p><b>Sc5/2.1a</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><b>Sc5/2.1b</b> Describe the life process of reproduction in some plants and animals.</p>	<p>acting between the Earth and the falling object.</p> <p><b>Sc5/4.2b</b> Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p><b>Sc5/4.2c</b> Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p><b>Sc5/4.1b</b> Describe the movement of the Moon relative to the Earth.</p> <p><b>Sc5/4.1c</b> Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p><b>Sc5/4.1d</b> Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>
---	--	---	--	---

identifying scientific evidence that has been used to support or refute ideas or arguments.				
---	--	--	--	--

<p style="text-align: center;"><b>Art</b></p>	<p>DT Focus this half-term.</p>		<p><b><u>Textile and Collage</u></b></p> <p><b>Artist:</b> Rousseau</p> <p><b>Link - Geog – Rainforest</b></p> <p><b><u>Curriculum Links:</u></b> Pupils should be taught:</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p><b><u>Sketching and Painting</u></b></p> <p><b>Blitz Scene</b></p> <p><b>Link –History – Britain since 1930</b></p> <p><b><u>Curriculum Links:</u></b> Pupils should be taught:</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p><b><u>Sculpture</u></b></p> <p><b>Artist: Henry Moore</b></p> <p><b>Link –History – Britain since 1930</b></p> <p><b><u>Curriculum Links:</u></b> Pupils should be taught:</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>
<p style="text-align: center;"><b>DT</b></p>	<p><b><u>Creating hand puppets for a theatre show.</u></b></p> <p>Designing puppets based on Victorian characters. ( 2 weeks) Working on different stiches ( 2 weeks) Creating puppet from plan ( 4 weeks) Evaluating puppet.(1 week) Making a theatre for a performance. ( 3 weeks) Practice and perform a play using their puppets.( 2 weeks)</p>	<p><b><u>Baking bread to create a healthy meal.</u></b></p> <p>Looking at healthy food options, what makes a varied diet. ( 2weeks) Making different types of bread. (1 week) Adding a selection of healthy fillings for sandwiches. (1 week) Look at the origins of</p>	<p>Art Focus this half-term.</p>		

	<p><b><u>Curriculum Links:</u></b></p> <p><b>Developing, planning and communicating ideas.</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>• Investigate and analyse a range of existing products.</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<p>food and food names. Then make a cottage pie to share as a class. (2 weeks)</p> <p><b><u>Curriculum Links:</u></b></p> <p><b><u>Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Cook a repertoire of savoury dishes.</li> <li>• Become competent in a range of cooking techniques.</li> <li>• Apply the rules for basic food hygiene and other safe practises.</li> <li>• Weigh and measure accurately.</li> <li>• Understand the source of ingredients.</li> </ul>	
--	--	---	--

	<ul style="list-style-type: none"> <li>Understand and use mechanical systems in their products.</li> <li>Understand and use electrical systems in their products</li> </ul>					
<b>PE (Outdoor Games)</b>	<u>Hockey</u>  <b>Curriculum Links:</b>  <b>PE2/1.1b</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	<u>Handball</u>  <b>Curriculum Links:</b>  <b>PE2/1.1b</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	<u>Outdoor/ Adventurous</u>  <b>Curriculum Links:</b>  Orienteering and problem solving.  <b>PE2/1.1e</b> Take part in outdoor and adventurous activity challenges both individually and within a team.	<u>Outdoor/ Adventurous</u>  <b>Curriculum Links:</b>  Orienteering and problem solving.  <b>PE2/1.1e</b> Take part in outdoor and adventurous activity challenges both individually and within a team.	<u>Cricket</u>  <b>Curriculum Links:</b>  <b>PE2/1.1b</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	<u>Rounders</u>  <b>Curriculum Links:</b>  <b>PE2/1.1b</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
	<u>Gymnastics</u>  Introducing and setting up of apparatus (2 weeks) Working on twisting and turning (1 week) Working on rolls and jumps (1 week) Working on high/low (1 week) Working on symmetry of movements (1 week) Partner work to create routine( 5 weeks) Interclass completion ( 1 week)  <b>Curriculum Links:</b>  <ul style="list-style-type: none"> <li>Perform actions, shapes and balances consistently.</li> </ul>		<u>Dance</u>  I moves disco Interclass dance completion   <b>Curriculum Links:</b>  <ul style="list-style-type: none"> <li>Explore and improvise ideas for dances in different styles, working on their own, with a partner, and in a group.</li> </ul>		<u>Key skills</u>  Dances from 1940's to link to topic work. (Half term 1) Tag rugby work (half term 2)   <b>Curriculum Links:</b>  <b>PE2/1.1a</b> Use jumping, running, throwing and catching in isolation and in combination.	

	<ul style="list-style-type: none"><li>• Choose and apply basic composition ideas to the sequences they create and adapt them to new situations.</li></ul> <p><b>PE2/1.1c</b> Develop flexibility, strength, technique, control and balance.</p> <p><b>PE2/1.1f</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"><li>• Perform dances expressively.</li><li>• Use and combine dance principles to create motifs.</li></ul> <p><b>PE2/1.1d</b> Perform dances using a range of movement patterns.</p> <p><b>PE2/1.1f</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
--	--	--	--

<p style="text-align: center;"><b>Geog</b></p>	<p>History Focus this half-term.</p>	<p style="text-align: center;"><b><u>Rainforests</u></b></p> <p style="text-align: center;"><b><u>Curriculum Links:</u></b></p> <p><b>Ge2/1.1a</b>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Ge2/1.1b</b>          Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Ge2/1.1c</b>          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the <b>Tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Ge2/1.2a</b>          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or <b>South America (Amazon rainforest)</b>.</p> <p><b>Ge2/1.3a</b>          Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>History Focus this half-term.</p>
--	--------------------------------------	--	--------------------------------------

<p><b>History</b></p>	<p><b><u>Local History: Victorians</u></b></p> <p><b><u>Curriculum Links:</u></b></p> <p><b>Hi2/2.1 Local History</b></p> <p>Pupils should be taught about an aspect of local history:</p> <ol style="list-style-type: none"> <li>a depth study linked to one of the British areas of study listed above</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ol> <p>Trip: National Coal Mining Museum.</p>	<p>Geography Focus this half-term.</p>	<p><b><u>Extended Chronological Study</u></b></p> <p>Causes and chronology of WW2 ( 3 weeks)  The Blitz ( 3 weeks)  Evacuations( 2 weeks)  VE day( 1 week)  !950's ( 1 week)  1960's ( 1 week)  Space Race ( 1 week)  1970's ( 1 week)  1980's ( 1 week)</p> <p><b><u>Curriculum Links:</u></b></p> <p><b>Hi2/2.2 Britain Since 1939</b></p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ol style="list-style-type: none"> <li>the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ol> <p>Visit: History Van.</p>
-----------------------	---	--	--

<p><b>Computing</b></p> <p><b>E-safety will be taught and re-visited in all computing sessions depending on the context</b></p>	<p>Typing accurately using both hands ( 4 weeks) Evaluating online sources reliability and appropriateness. ( 4 weeks)</p> <p><b>Curriculum links</b> <b>Key Skills</b> Unit 0.5</p> <p>a) <b>Practice searching the internet precisely:</b> Use the tools/filters such as “time”, “size” (e.g. for high quality images), “colour” or “type”. (<i>Links with strand 3</i>). b) <b>Type using all digits without looking at hands:</b> Time how many words the children can type in a session. Can they beat their score next lesson? c) <b>Save a piece of media:</b> Take one of the projects from another strand (e.g. radio advert, animation film) and</p>	<p>Reporting illegal material (1 week) Investigating websites and wireless Ip addresses (1 week) Creating and organizing files and folders ( 1 week)</p> <p><b>Curriculum links</b> <b>Key Skills</b> Unit 0.5</p> <p>a) <b>Practice searching the internet precisely:</b> Use the tools/filters such as “time”, “size” (e.g. for high quality images), “colour” or “type”. (<i>Links with strand 3</i>). b) <b>Type using all digits without looking at hands:</b> Time how many words the children can type in a session. Can they beat their score next lesson? c) <b>Save a piece of media:</b> Take one of the projects from another strand (e.g. radio advert, animation film) and</p>	<p>Inputs/outputs (1 week) Physical systems ( 1 week) Flow control structures ( 1 week) Conditions and sedugging ( 1 week) Loops ( 1 week) Functopns ( 1 week)</p> <p><b>Curriculum links</b> <b>Computational thinking and programming A</b> Unit 4.5</p> <p>a) Identify the main components of a computer, and other devices and their function e.g. screen, keyboard. Keyboard and mouse are input devices. Screen and speakers are output devices. What is a touch screen? Sensors are input devices used in physical systems – how many can the pupils name? (Temperature, colour, touch, motion, sound, light etc.) We can use</p>	<p><i>Design their own rainforest game shooting items to score points. (whole term)</i></p> <p><b>Curriculum links</b> <b>Computational thinking and programming B</b> Unit 5.5</p> <p>a) Revise physical inputs and outputs of a computer (see Unit 4.5). Explain that you can have inputs and outputs in a program in the form of data. Create a human function machine – a pupil thinks of a function (e.g. times 2 plus 3), and produces an output based on numbers given by peers, who have to guess the function. b) Write simple algorithms for a function machine that use more than one operator (+ - /</p>	<p>What makes a good webpage?( 1 week) Page layout ( 1 week) Type the text( 1 week) Adding images( 1 week) Adding ( 1 week) Publish the page ( 1 week)</p> <p><b>Curriculum links</b> <b>Collaborating online</b> unit 1.5</p> <p>a) Discuss the difference between the Internet and the World Wide Web, and how you access the latter using a web browser (Internet Explorer, Chrome, Firefox etc). What is a URL? (<i>Uniform Resource Locator</i>: provides information regarding location and type of organisation who have created the webpage, e.g. www.bbc.co.uk / http://www.lemonde.fr/ ). Guess where a website is from,</p>	<p>Identify key features of radio adverts( 1 week) Using Audacity (1week) Planning adverts (1 week) Recording adverts(2 weeks) Evaluating adverts(1 week)</p> <p><b>Curriculum links</b> <b>Communicating: multimedia</b> unit 2.5</p> <p>a) Listen to existing radio adverts or podcasts and identify key features – what makes a good one? Make a list of criteria for a successful advert/podcast. What other criteria do we have to take into account, e.g. audience, purpose? b) Explore audio editing software. Practise recording audio into the software, and moving and deleting clips. Practise trimming clips to remove unwanted audio, and add</p>
---	--	--	--	--	--	--

	<p>save a version on the network. After each lesson, save a new version and name it appropriately. Explain that this prevents them from losing the whole file from one mistake (accidentally deleting it or someone else saving over the top of it.)</p> <p>d) <b>Organise files:</b> Transfer the final version of piece of work (for example, a finished movie that has been edited) to a folder that is intended for completed work.</p> <p>e) <b>Use keyboard shortcuts:</b> Cut (Ctrl + X), copy (Ctrl + C) and paste (Ctrl + V). This is best used to move a file from one folder to another, to move an image from a folder into a presentation, or to move text in a document. You could also explore other shortcuts such as minimise all windows (windows key + M) or change window (Alt + tab).</p>	<p>save a version on the network. After each lesson, save a new version and name it appropriately. Explain that this prevents them from losing the whole file from one mistake (accidentally deleting it or someone else saving over the top of it.)</p> <p>d) <b>Organise files:</b> Transfer the final version of piece of work (for example, a finished movie that has been edited) to a folder that is intended for completed work.</p> <p>e) <b>Use keyboard shortcuts:</b> Cut (Ctrl + X), copy (Ctrl + C) and paste (Ctrl + V). This is best used to move a file from one folder to another, to move an image from a folder into a presentation, or to move text in a document. You could also explore other shortcuts such as minimise all windows (windows key + M) or change window (Alt + tab).</p>	<p>sensors to change what happens in a program when conditions change.</p> <p>b) Analyse a flowchart for a physical system including a sensor in detail. Identify key features as you would in literacy. Debug flowcharts containing errors. See the Flowchart Examples in resources.</p> <p>c) View the BBC Bitesize resource on physical systems. Investigate a physical system with an input and output (e.g. sprinkler system) and write an algorithm (flowchart) to describe it. Review and improve.</p> <p>d) Introduction to <b>Flowol:</b> show the <i>Automatic Home</i> solution (see Resources) and investigate what happens as you click different buttons and change input values. Ask groups of pupils take an element</p>	<p>x) using a flow diagram and test with a partner. Debug existing algorithms on paper in pairs.</p> <p>c) Discuss why we use computers for these types of activities. What kind of problems can't be solved easily by a computer? (E.g. what should I eat for breakfast this morning?)</p> <p>d) Show the Scratch Function Machine example (see resources) that finds the square of a number. Pupils can download a copy and adapt it using a Function of their choice. Use the Ask and Answer blocks, together with operators.</p> <p>e) Introduce <b>variables</b> – explain that this is a value that changes in a computer program, e.g. a score. The <i>answer</i> in the previous activity is a variable. Use the songs “5 Little Monkeys” or similar to demonstrate variables (see</p>	<p>how reliable it is from a given URL.</p> <p>b) Investigate Tim Berners-Lee and his role in setting up the World Wide Web. It was free and open to everyone to use from the beginning.</p> <p>c) Discuss safe and responsible use of images and other content online, including copyright and your digital footprint. Discuss the fact that anyone can post information on the internet, and therefore it may not be reliable.*</p> <p>d) Discuss the variety of internet services; in particular collaborative sites e.g. blogs, wikis, Google Docs, Office 365. Look at purpose, audience, function, terms of use, and responsible use in terms of commenting. What are the advantages/disadvantages of online collaboration? What information should</p>	<p>sound effects and music on new layers. Discuss where to find copyright free sound effects and music.</p> <p>c) Review the quality of the audio – how could it be improved (e.g. speak clearly, slowly, make sure sound effects don't drown out speech).</p> <p>d) Plan, script and rehearse a radio advert or podcast. Ideally link this to a piece of work in literacy. Discuss who the audience is and what personal information we should share online.*</p> <p>e) Record and peer review with reference to success criteria. Edit to improve according to feedback.</p> <p>f) <b>Extension:</b> Discuss changes in audio technology over the years – vinyl and cassette (analogue), CD and mp3 (digital). What is the difference between an</p>
--	--	--	--	--	---	--

	<p>f) <b>Passwords:</b> Each child should have their own account when logging on to the network. This is a key online safety message. Children should have complex passwords (many websites will expect a combination of letters, numbers, capitals and symbols) and keep their passwords secret.</p> <p><u>Understanding and sharing data</u> 3.5</p> <p>a) Discuss the difference between mobile, physical and wireless networks. Revisit how the internet works – introduce that all computers have a unique IP address (which identifies individual devices). Discuss the difference between the Internet and World Wide Web (if not already done so in Unit 1.5). View the BBC Bitesize resources. Discuss</p>	<p>f) <b>Passwords:</b> Each child should have their own account when logging on to the network. This is a key online safety message. Children should have complex passwords (many websites will expect a combination of letters, numbers, capitals and symbols) and keep their passwords secret.</p> <p><u>Understanding and sharing data</u> 3.5</p> <p>a) Discuss the difference between mobile, physical and wireless networks. Revisit how the internet works – introduce that all computers have a unique IP address (which identifies individual devices). Discuss the difference between the Internet and World Wide Web (if not already done so in Unit 1.5). View the BBC Bitesize resources. Discuss</p>	<p>each and describe how it works. They can relate this to what they have learnt in Scratch (e.g. <i>forever loops, if...else... statements</i>).</p> <p>e) Create a program to control the <i>Zebra Crossing</i> mimic using delays and loops.</p> <p>f) Plan out the <i>Pelican Crossing</i> mimic. Start by making the lights work, then introduce decisions relating to a button press. Encourage pupils to decompose the problem into smaller parts in order to solve it.</p> <p>g) Introduce how to create subroutines (procedures) in Flowol and why we use them. Add subroutines to Pelican Crossing program to complete the sequence. Where possible use control boxes to test the program using physical lights. Use the Flowol tutorials as a guide where</p>	<p>helpsheet in Resources).</p> <p>f) Show the Marvellous Monkey Maths activity – can the children spot the variable? What block do you use to ask for a text input from the user? Note that answer is also a variable which stores the current user input.</p> <p>g) Demonstrate how to create a variable in Scratch and how to combine with selection and the Ask block to create a quiz.</p> <p>h) <b>Ext:</b> Introduce the <i>pick random 1 to 10</i> and <i>join text</i> blocks to create a game that changes every time.</p>	<p>we share online and what should we keep private?*</p> <p>e) Look at examples of blogs/wikis/webpages – discuss the features of a good page/blog/wiki. In groups plan a webpage, wiki or blog on a given topic – create an outline of content including text and images to be used. Begin to write text and produce and/or search for media, being mindful of copyright. Sketch out page layout to share information effectively.</p> <p>f) Create webpage, blog post or wiki page. This could be done offline using Word (save as webpage). Introduce key features of software or online tool. Add Hyperlinks to other relevant information. If possible, comment on other groups' work in relation to the features identified above. Evaluate and edit</p>	<p>analogue and digital recording? (Analogue is an accurate recording and so file size is large, and quality may deteriorate; digital only records at intervals and fills in the rest, so quality not as good but remains consistent, and file size is small).</p>
--	---	---	--	--	--	--

	<p>with pupils the difference between a web browser and a search engine.</p> <p>b) Use several different search engines (e.g. <i>Google, Bing, Duck Duck Go</i>) to search for the same thing. The search should be for a site the children already know about, e.g. the school website. Do the expected results get returned by each search engine? Can the results be improved by adding additional words? Are there any questions you can't find the answer to using a search engine?</p> <p>c) Investigate Help, Search Tips, Advanced Search link, Search Operators to learn about the special features of each search engine. Revise how to search according to usage rights of media.</p> <p>d) Investigate how websites are ranked by search engines – web crawlers</p>	<p>with pupils the difference between a web browser and a search engine.</p> <p>b) Use several different search engines (e.g. <i>Google, Bing, Duck Duck Go</i>) to search for the same thing. The search should be for a site the children already know about, e.g. the school website. Do the expected results get returned by each search engine? Can the results be improved by adding additional words? Are there any questions you can't find the answer to using a search engine?</p> <p>c) Investigate Help, Search Tips, Advanced Search link, Search Operators to learn about the special features of each search engine. Revise how to search according to usage rights of media.</p> <p>d) Investigate how websites are ranked by search engines – web crawlers</p>	<p>required.</p>		<p>according to feedback.</p> <p>g) <b>Extension:</b> Try remixing a website using Mozilla Goggles (see <i>Resources</i> for link) – discuss the reliability of information found online and how to identify fake news or unreliable information.</p>	
--	---	---	------------------	--	---	--

	<p>(spiders) visit web pages and store information about them in a database. Most search engine ranking makes use of keywords appearing on a page, their frequency and location, and the importance of links into and out of a website. <b>Ext:</b> Complete the Barefoot activity. e) Discuss how content found on the World Wide Web may not be reliable – investigate the All About Explorers and Tree Octopus websites (<i>see links right</i>). What type of URL implies reliability (e.g. <i>.gov.uk</i>)? Try the Factitious quiz to spot real and fake news. How do you report illegal or inappropriate material found online? See Thinkuknow.co.uk – Report Abuse.* f) Discuss: how do we share and control our own data? What online</p>	<p>(spiders) visit web pages and store information about them in a database. Most search engine ranking makes use of keywords appearing on a page, their frequency and location, and the importance of links into and out of a website. <b>Ext:</b> Complete the Barefoot activity. e) Discuss how content found on the World Wide Web may not be reliable – investigate the All About Explorers and Tree Octopus websites (<i>see links right</i>). What type of URL implies reliability (e.g. <i>.gov.uk</i>)? Try the Factitious quiz to spot real and fake news. How do you report illegal or inappropriate material found online? See Thinkuknow.co.uk – Report Abuse.* f) Discuss: how do we share and control our own data? What online</p>				
--	--	--	--	--	--	--

	games, apps and social media sites do the pupils use? What data do they share with them? Do they read the Terms and Conditions?	games, apps and social media sites do the pupils use? What data do they share with them? Do they read the Terms and Conditions?				
<b>PSHE</b> (inc Brit Values) Seal SMSC	New beginnings Citizenship	Good to be me E Safety	Going for goals Keeping Healthy	Relationships E safety	Getting on and Falling out Financial Capability	Changes E safety
<b>RE</b>  <b>See Sheffield Framework (SACRE)</b>  <b>Hindu Christianity Muslim</b>	<b>Religion and the Individual:</b> What is expected of a person in following a religion or belief? Christians Pupils:  <u><a href="#">Curriculum links</a></u>  <b>A2: Identify, investigate and respond to questions</b> posed by, and responses offered by some of the sources of wisdom <sup>2</sup> found in religions and world views;  <b>B1: Explain reasonably</b> their ideas about how beliefs, practices and forms of expression influence individuals and communities;  <b>C3: Articulate</b> beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.		<b>Beliefs and Questions:</b> How do people's beliefs about God, the world and others have impact on their lives? Muslims and Hindus Pupils:  <u><a href="#">Curriculum links</a></u>  <b>A2: Identify, investigate and respond to questions</b> posed by, and responses offered by some of the sources of wisdom <sup>2</sup> found in religions and world views;  <b>A3: Appreciate and appraise</b> the nature, significance and impact of different ways of life and ways of expressing meaning.  <b>C1: Find out about and investigate</b> key concepts and questions of belonging, meaning, purpose and truth, responding creatively;		<b>Worship and Sacred places:</b> Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire. Pupils:  <u><a href="#">Curriculum links</a></u>  <b>A3: Appreciate and appraise</b> the nature, significance and impact of different ways of life and ways of expressing meaning.  <b>B1: Explain reasonably</b> their ideas about how beliefs, practices and forms of expression influence individuals and communities;  <b>C1: Find out about and investigate</b> key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	
<b>MFL</b>	<u><a href="#">Food</a></u> Y4 French lessons 9-12  <u><a href="#">Curriculum Links:</a></u> FL2/1.1a	<u><a href="#">Numbers and Christmas</a></u> Y4 French lessons 13-16  <u><a href="#">Curriculum Links:</a></u> FL2/1.1a	<u><a href="#">Personal descriptions and dates</a></u> Y4 French lessons 16-19  <u><a href="#">Curriculum Links:</a></u> FL2/1.1a	<u><a href="#">Family</a></u> Y4 French lessons 20-22  <u><a href="#">Curriculum Links:</a></u> FL2/1.1a	<u><a href="#">Clothes</a></u> Y4 French lessons 23 – 25  <u><a href="#">Curriculum Links:</a></u> FL2/1.1a	<u><a href="#">Revision and Assessment</a></u> Y4 French lessons 26 – 30  <u><a href="#">Curriculum Links:</a></u> FL2/1.1a

	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p>FL2/1.2c <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p>FL2/1.3b <i>appreciate stories, songs, poems and rhymes in the language</i></p> <p>FL2/1.3c <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p>	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p>FL2/1.1b <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p>FL2/1.2c <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p>FL2/1.3b <i>appreciate stories, songs, poems and rhymes in the language</i></p> <p>FL2/1.3c <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p>	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p>FL2/1.3c <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p> <p>FL2/1.4b <i>describe people, places, things and actions orally* and in writing</i></p>	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p>FL2/1.1b <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p>FL2/1.2c <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p>FL2/1.3b <i>appreciate stories, songs, poems and rhymes in the language</i></p> <p>FL2/1.3c <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p>	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p>FL2/1.3c <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p> <p>FL2/1.4b <i>describe people, places, things and actions orally* and in writing</i></p>	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p>FL2/1.3c <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including</i></p> <p>FL2/1.4b <i>describe people, places, things and actions orally* and in writing</i></p>
--	--	--	--	--	--	---